## EMIS DATA ELEMENTS WORKGROUP RECOMMENDATIONS

## Completed Recommendations

Completed status indicates that action was taken to this element or reporting area and the issue is now resolved.

| | Challenge | Opportunity for Improvement | Status as of November 2022 |
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| 1 | Retained Status Element is confusing. | Short term: Review the name of the element and collection and consider updates based on required reporting. | The name of the element is now "Retained/Promoted Status." The collection is "Retention/Promotion – Grade 3 Only." <br><br> EMIS Change 23-66 was added for the 2022-23 school year and beyond. This FY23 change is reflected in the EMIS Manual Section 2.6, version 13.2. |
| 2 | Preschool reporting is confusing, particularly when ESCs are involved. | Short term: Review the purpose of this reporting to determine whether all information is needed. | The data reported to EMIS for preschool students is used for funding and reports the Department is required to submit. The information is also used for compliance monitoring. The Department continuously reviews these reporting rules. Preschool was the topic of an EMIS Focused Training in August 2022. The recording is available online. Preschool reporting will continue to be included on the list of training topics to ensure new EMIS personnel understand the elements. |
| 3 | The Student Acceleration Record is confusing to report. | Short term: Review the record to determine whether all data is needed and whether there are opportunities to clarify reporting. | EMIS change 23-91 focused on streamlining this record by removing the Accelerated Assessment Flag. It was determined that this flag was not used, and the reporting of the flag caused confusion for districts. <br><br> This FY23 change is reflected in EMIS Manual Section 2.7, version 5.1. |
| 4 | It is duplicative reporting for districts to have to report subject area for credit and the CORE Fine Arts Requirement Met element. | Short term: Review these elements and determine whether both are needed. | The Department reviewed this element and determined that it is necessary. Students are required to have a fine arts experience; however, it does not have to be a course for which they earn credit. <br><br> EMIS training can include information on reporting the CORE Fine Arts element, reminding districts that this field should be reported when the requirement is met, especially when it is met outside of a fine arts class for which the student earns credit. |
| 5 | Districts want the Progress Toward Graduation Module data to be able to be downloaded in the same format as the grad office's documentation. | Short term: Review the grad office's documentation and the ODDEX module to see if changes are needed. | Given the free-form nature of the grad office's document, it is not possible to download data in that same format. However, there will be csv files available for download from the Progress Toward Graduation module. <br><br> Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request. |

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| 6 | Since students are only required to earn two seals, districts are questioning the tracking of more than two seals. | Short term: Meet with the grad office to discuss reporting requirements related to graduation seals. | State law only requires a student to earn two seals, however, Ohio Revised Code 3313.6114 requires all earned seals to appear on a student's diploma and transcript. Therefore, districts do need to continue tracking even after a student has met the minimum requirement.<br><br>To assist districts and clarify questions related to this reporting, the Graduation Requirements Office worked to update their website, turning the Grad Requirements Manual into a series of webpages with FAQs. |
| 7 | Reporting Fiscal Year that Student Began Ninth Grade and grade level is duplicative. | Short term: Review this reporting to determine whether the element is needed given that we have student grade level. | The Fiscal Year that Student Began Ninth Grade is used to assign students to a cohort when other data, such as prior year grade level(s), doesn't exist.<br><br>For example, if a student arrives in an Ohio school sometime after beginning grade 9, no data exists in EMIS that can be used to determine when a student started high school and thus assign the student to the proper cohort. Therefore, both elements are needed.<br><br>Future EMIS training will provide additional information to clarify that when determining grad cohort, the Department uses a student's prior grade level when possible. Fiscal Year Student Began Ninth Grade is used for students only if the necessary grade level data does not exist. |
| 8 | Missing lists need to be improved. | Short term: Review the missing lists for opportunities for improvement, in particular to determine whether the missing lists can be more interactive with each other. | EMIS changes (including change 22-83) improved the spring missing lists by making them more interconnected. The Department continues to review these reports for improvement opportunities. |
| 9 | There is only one subject code for algebra, though some districts break this subject into 2 years. | Short term: Review the available subject codes and score not reported reasons. | If districts do not want to report score not reported reasons for students in their first year of algebra, then the course can be reported as Other Mathematics (see EMIS Manual Section 4.7).<br><br>This information can be shared with districts via EMIS training. |
| 10 | OGT Graduation Alternative is no longer needed. | Short term: Determine whether this element still needs to be reported to EMIS. | This data is no longer needed after FY22. Change request 23-63 removed this element from the EMIS Manual. |
| 11 | FD and general tab aren't in sync with each other. | Short term: Further review determined that this is an issue with certain student information systems. | The Department does not mandate the use of any specific student information system. Districts decide locally which system they will use. To help open a line of communication between the vendors and their clients, the Department spoke with the software vendors. They are aware of districts' concerns. |

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| 12 | Reporting of DN attributes. | Short term: Review the attributes currently required on the DN Record to determine whether they are all still necessary. | The Department reviewed the current attributes and confirmed that all are required by state law and none can be removed at this time.<br><br>Section 5.3 of the EMIS manual already included many references to the various laws when describing the elements that must be reported in this record.<br><br>Some additional language was added in EMIS change 23-96 to provide additional information on why these records are required. |
| 13 | There are many duplicate SSIDs. | Short term: Further discussion determined that with certain software, there aren't enough "like" matches presented; too many fields require perfect matches. This leads to multiple SSIDs due to spelling differences, apostrophes, non-traditional capitalization, etc. The Department can review this with the software vendors. | The Department does not mandate the use of any specific student information system. Districts decide locally which system they will use. To help open a line of communication between the vendors and their clients, the Department spoke with the software vendors. They are aware of districts' concerns. |
| 14 | Reporting position code 212, the special education FTE, and the special education assignment area is duplicative reporting. | Short term: Review the documentation and reporting guidance. | Section 3.4 of the EMIS manual includes a very limited list of position codes for which an assignment area is required to be reported. Districts are not required to report an assignment area for position code 212 as it is not on that list.<br><br>The only manifest check performed is to make sure the special education FTE reported is within the valid range. If a district does not report an assignment area for a staff member who works in Position code 212, no error occurs. |
| 15 | Tracking graduation seals. | Short term: Review this issue with Department staff. | In 2020, the Department was awarded a Statewide Longitudinal Data Systems Grant from the U.S. Department of Education. One of the projects funded with this money is the development of a comprehensive "Progress Toward Graduation Module" in ODDEX, which will include much of the information requested by the workgroup.<br><br>Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request. |
| 16 | Student race reporting is duplicative. | Short term: Review EMIS reporting to determine if all race fields are necessary. | There are only two race-related fields that are required to be reported in EMIS.<br><br>However, some student information systems do have other fields added by the vendors not at the request of Department staff. The Department spoke with the software vendors; they are aware of districts' concerns. |

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| 17 | P-EBT is a great deal of work and is very time consuming. | Short term: Determine whether P-EBT will be continuing in FY23. | P-EBT is a federal program and states must provide data as required by federal law and regulation. Department staff determined P-EBT will continue to be collected in FY23.<br><br>EMIS will continue to include information in the Newsflash to make sure EMIS coordinators are aware of deadlines and any reporting requirements. |
| 18 | It is difficult to get families to fill out paperwork for economic disadvantagement since all kids are getting free lunch. | Short term: Determine when this program will end. | Students were offered free lunches through a program funded with federal money. This program ended with the last school year.<br><br>This challenge should self-resolve since families once again need to show proof that they are eligible for a free- or reduced-price lunch. |
| 19 | Civil Rights Data Collection (CRDC) reporting is difficult. | Short term: Determine whether this data can be collected through EMIS. | Ohio Revised Code 3301.0730 establishes a process with deadlines for making changes to the EMIS reporting requirements.<br><br>The Civil Rights Data Collection is a federal requirement. The Office of Civil Rights changes the reporting requirements annually and does not publish the latest rules/specifications early enough for the updates to be made within the EMIS change timelines outlined in state law. |
| 20 | Grad credit progress reporting is time consuming. | Short term: Review the reporting requirements to determine whether changes can be made. | Starting with the class of 2023, all students must use the "permanent" graduation requirements outlined in Ohio Revised Code Section 3313.618. One of the criteria for graduating is for students to complete the credit requirements outlined in Ohio Revised Code Section 3313.603; therefore, there is a need to see that data.<br><br>As was mentioned in Item 15 above, the Department is building a Progress Towards Graduation Module in ODDEX to help districts track all the elements that must be completed to graduate. Information on credits earned will become one piece of the module.<br><br>Once the module is live, if districts need additional features or reports, they can be requested via an Enhancement Request. |
| 21 | The closing of the Initial Staff and Course Collection conflicts with tax reporting. | Short term: Determine whether this closing date can be moved. | The Department is required to report data to the U.S. Department of Education in late winter. Moreover, many districts use the data from the initial staff and course collection to populate the roster verification tool. This is the tool where teachers link to students for the purpose of building student growth reports that are used as part of the state's teacher evaluation system. |

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| | | Because the data are needed for these purposes, the collection cannot close later in the school year.<br><br>Department staff investigated closing the collection earlier, but stakeholders raised concerns about shortening the amount of time districts have to report these data.<br><br>As a compromise, the Department opened the collection window earlier in FY23 to give districts more time to focus on these data. |

## In Progress Recommendations

In progress status indicates the Department is working on the recommendation and plans to complete it in the near future. For the purpose of this report, the term "near future" means the recommendation will be completed within the next two EMIS reporting years.

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| 22 | DT Record | Short term: Determine whether this record is still needed. If it is not, then an EMIS change will be entered to delete the record. | This record was developed to satisfy a federal reporting requirement.<br><br>Discussions are ongoing with the business offices to determine whether the federal requirement still exists. If it does not, then the record likely can be deleted. |
| 23 | Gifted reporting is time consuming due to the different program codes. | Short term: Determine if there are any opportunities to streamline the screened and assessed reporting. If it is possible to streamline the Record, enter an EMIS change to make those updates. | Many changes were made in 2022 to the Ohio School Report Cards, including significant changes to the Gifted Indicator that uses these data. EMIS staff were asked to defer discussions on any changes until after the business rules were implemented for the new indicator.<br><br>Now that the report cards are released, EMIS staff will discuss this request with the business office to determine what, if anything, can be done to streamline the record. |
| 24 | High and low grades (staff reporting) reporting don't seem useful; take from building. | Short term: Determine whether these elements are still needed. If they are not, enter an EMIS change to delete the elements and/or requirements. | These elements were used for the job checks reports for principals.<br><br>EMIS staff will discuss this request with the business office to determine current needs for this data. If the data is only needed for certain positions, then the reporting can be eliminated for all other positions. |
| 25 | Transportation and food service assignment areas are duplicative. | Short term: Determine the use for these codes. Determine whether they are needed. If they are not needed, then enter an EMIS change to delete these options. | Discussions with business offices are underway to determine if these codes still are needed or if they can be eliminated. |
| 26 | Education Level and Semester Hours: reporting | Short term: Review the reporting instructions to be sure they are clear regarding who these elements apply to. If additional | The relevant EMIS Manual section (Section 3.3) is being reviewed and updated. |

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|  | both seems un-necessary. | clarity is warranted, enter an EMIS change to make updates. |  |
| 27 | Principal Experience Years, Total Experience Years and Authorized Teaching Experience Years are confusing. | Short term: Update EMIS Manual to clarify definitions and reporting instructions. | The relevant EMIS Manual section (Section 3.3) is being reviewed and updated. |
| 28 | Contract Only Staff Record reporting is complicated and confusing. | Short term: The record will be reviewed to determine whether it is still necessary. The situations that require the record to be reported will be reviewed to determine whether all are still needed. If updates can be made to the EMIS Manual, enter an EMIS change. | This record facilitates course reporting by requiring only one district/entity to report the staff member. The contracted staff record connects the staff member to the course when the course belongs to one entity and the staff member is employed by a second entity.<br><br>This record also assists with staffing level questions. Review is underway to determine whether the reporting of all contracted staff situations is still necessary. |

## Ongoing Recommendations

Ongoing status indicates the recommendation is open, but the Department is not actively working on it. This could be due to prioritization, the need for action from external partners or dependence on a legislative change. Changes that are dependent on the next state budget or pending legislation are included in this section.

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| 29 | Sent to percent of time for CCP reporting is time consuming. | Long term: Workgroup members said districts and colleges don't understand the split payment coding so training for colleges and district staff may be needed if this reporting remains as it is. | Over the last couple years, significant changes were made to Ohio's school funding laws. The Department's Fiscal Office has concerns with eliminating reporting until we know direct funding is here to stay.<br><br>Department staff will monitor the next budget to see what happens with direct funding.<br><br>Once the governor signs the next state budget, we will revisit this item. Based on the timeline any changes most likely will not occur prior to FY25. |
| 30 | Hardware, connectivity, and delivery method reporting. | Long term: Determine whether this reporting is still needed and if so, whether it can be streamlined. | The RemotEDx Initiative and Ohio's Connectivity Champions are using these data to inform their work, which includes boots-on-the-ground assistance to help schools overcome internet connectivity and device barriers that limit remote, hybrid, and blended education experiences.<br><br>Because these educational partners need data to help them effectively spend a multi-million-dollar grant, this request is being deferred for the immediate future. Department |

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|  |  |  | staff will revisit the request in FY24 or FY25 to determine whether changes can be made at that time. |
| 31 | Foster, court placed, and open enrolled student reporting. | Long term: Determine whether multiple district reporting is still necessary for these "shared" student situations. | Over the last couple years, significant changes were made to Ohio's school funding laws. The Department's Fiscal Office has concerns with eliminating reporting until we know direct funding is here to stay.<br><br>Department staff will monitor the next budget to see what happens with direct funding.<br><br>Once the governor signs the next state budget, we will revisit this item. Based on the timeline any changes most likely will not occur prior to FY25. |
| 32 | The ODDEX: SOES module seems unnecessary with the new funding model. | Long term: Determine whether this reporting and module are still needed. | The original purpose of this module was about more than funding. SOES allows districts to perform the legally required review and verification of the data in that module (see EMIS Manual Section 1.1 and Ohio Revised Code Section §3314.08). After the next budget it may be possible to make some updates to this reporting; however, due to the review requirements in the law, it is unlikely to be removed entirely.<br><br>Once the governor signs the next state budget, we will revisit this item. Based on the timeline any changes most likely will not occur prior to FY25. |
| 33 | Districts would like more options for reporting gender. | Long term: Discussions are needed to determine the possibility of adding additional options for reporting gender. | This issue currently is being discussed with the Office of Legal Counsel. |
| 34 | Derive more of the retention codes so that there is less retention reporting. | Long term: Determine whether all the retention options are still needed. | EMIS does not collect scores for all assessments that can be used for promotion, thus we cannot remove those reporting options.<br><br>We also cannot determine other reasons why a student was/was not retained in third grade without this reporting.<br><br>A bill has passed the House and is pending in the Senate that ends the mandatory third grade retention. Consideration of this issue has been placed on hold pending that outcome. |
| 35 | One combined Grad Cohort Report (received files). | Long term: Discuss the feasibility of combining these reports into a single report. | Ohio's graduation requirements became even more complicated with the passage of the new "permanent" requirements. The Department intends to show districts detailed information about students to help ensure that districts know when a graduation requirement has or has not been fulfilled. |

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| | | | Given the additional data to be included in these reports, combining them into one report would result in a file so large as to be unusable for most districts. One file also would make it more difficult to see which students are in the "wrong" cohort.<br><br>This is the first year that all students must use the permanent requirements to graduate. In the coming years, staff will work with members of the field to see if the reports can be streamlined or modified. |
| 36 | Discipline reporting—can only report one type of discipline for a period of discipline. | Long term: Discussion needed to determine whether changes can be made to this reporting. | Whether this reporting can be modified—simplifying the discipline reason options, for example—depends largely on the federal reporting requirements. EMIS staff have asked the relevant business offices to review the federal reporting requirements as well as the current usage of this data to determine whether updates are possible. |
| 37 | Need for a retention missing list around cut score. | Long term: Determine whether all of the retention options are still needed. | A bill has passed the House and is pending in the Senate that ends the mandatory third grade retention. Consideration of this issue has been placed on hold pending that outcome. |

## Long Term/Under Future Consideration Recommendations

Long term status indicates the recommendation is under discussion but will not be completed in the next two years. In some cases, the recommendation is dependent on other work being completed first.

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| 38 | Reporting Majority of Attendance. | Long term: Consider the feasibility of deriving this at the Department. | There are several policy implications involved in such a change. The Office of Accountability currently is involved with updates to the state report card, so consideration has been placed on hold until such time as they can participate in detailed discussions on this issue. |
| 39 | Reporting of student memberships/co-curricular codes. | Long term: Determine whether this reporting is necessary and whether it can be district-level counts instead of student-level program codes. Determine whether the codes themselves need to be reviewed or updated and whether additional training is needed around this reporting. | Ohio Revised Code 3302.03 requires the Department to produce a Student Opportunity Profile starting in the 2022-2023 school year. At least some membership data will be used for this per that section of law. The Accountability Team does not know which data may be needed yet, so this item is being put on hold until we know what they need to build their profile reports.<br><br>Moreover, these data also are needed at the student level for the Progress Toward Graduation module as one pathway to graduate is to earn a Student Engagement Seal. That module is not complete and the developers asked |

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|    |           |                             | us to hold on making changes until after they finish building the reports.<br><br>Department staff will revisit this item once the Progress Toward Graduation module is complete and the Student Opportunity Profile is on the report card.<br><br>Most likely, this will be reviewed for FY26. |

Ohio | **Department** of **Education**